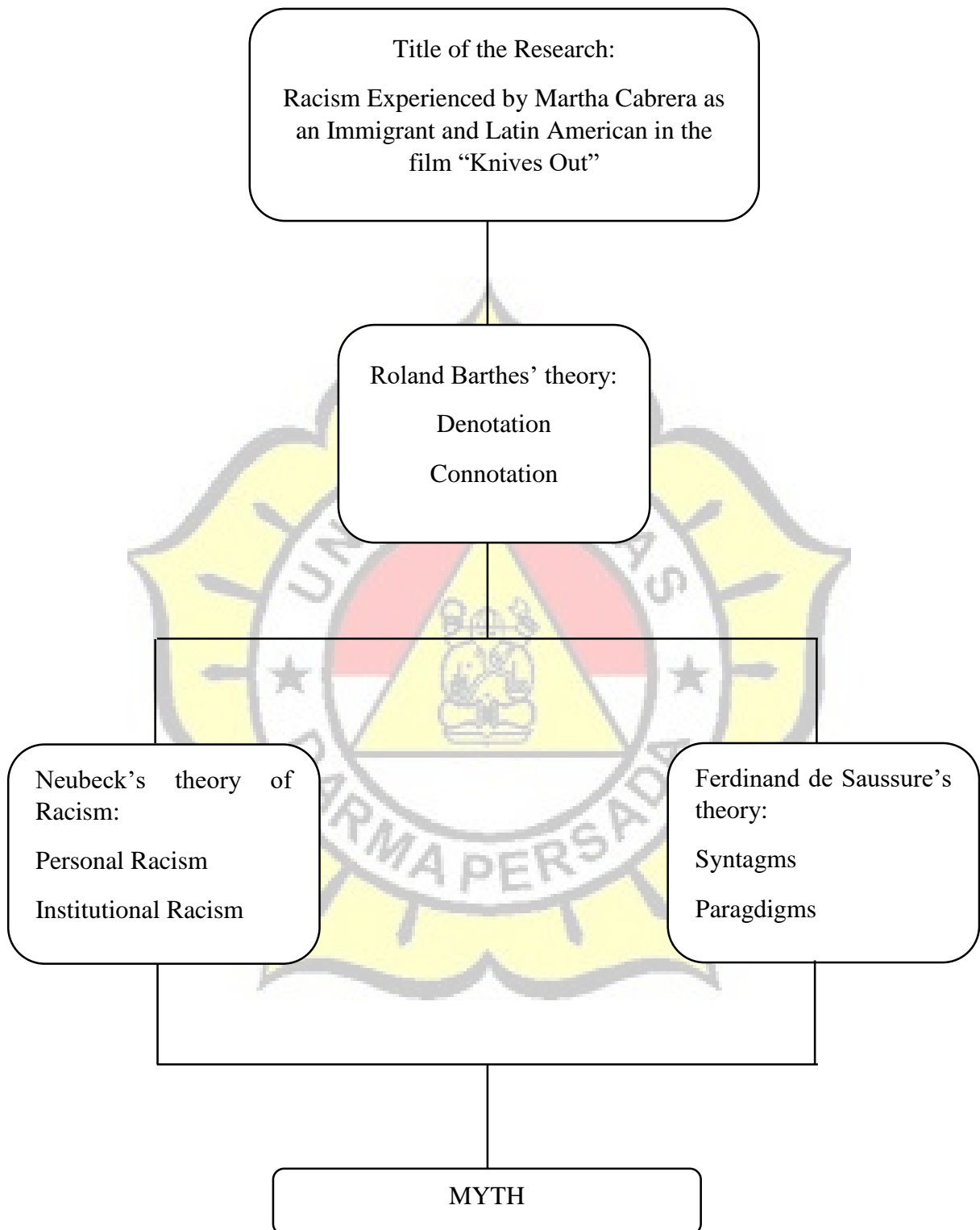


SCHEME OF THE RESEARCH



POSTER RESEARCH



Racism Experienced by Martha Cabrera as an Immigrant and Latin American in the Film “Knives Out”

YUNIA WATI

2017130102

STRATA ONE (S1)

ENGLISH LANGUAGE AND CULTURE

DARMA PERSADA UNIVERSITY

BACKGROUND OF THE RESEARCH

Film is an audio-visual mass communication tool to present a story that contains a message. The hidden meaning can be found in the dialogue, character, object, sign, etc. A sign in a film can represent a meaning. Semiotic study is a solution to find hidden messages through the signs in films. A sign is something that defines something else beyond itself. Signs can be taken the forms of human, object, cloth, culture, sound, gesture, picture, etc. Roland Barthes' concept is about connotation, denotation, and myth. Barthes said that the connotation that is told continuously will become the denotation. While myth is a system of communication that brings a message. Knives Out is interesting to analyze, because it has hidden message about racism that felt by Martha Cabrera as an immigrant from Latin America.

FRAMEWORK OF THEORIES

Roland Barthes' theory of semiotic :
Denotation, connotation, and myth.

Ferdinand de Saussure's theory of semiotic:
Sytagsms and Paradigms

Neubeck's theory of racism form
Personal racism and institutional racism

METHOD OF THE RESEARCH

I use qualitative method using Neubeck's theory about racism and the types of racism to determine the form of racism from the data in the film. And I use Roland Barthes theory about denotation, connotation and myth. In order to find out the myth about racism in the film, I use Ferdinand de Saussure's theory of sytagms and paradigms.

CONCLUSION OF THE RESEARCH

I conclude that the film has a hidden message of racism that experiences by Martha Cabrera as an immigrant from Latin America who gets bad treatment from Thrombey family who is wealth family and White People. The using of semiotic of Barthes and Saussure help to find the meaning through signs.

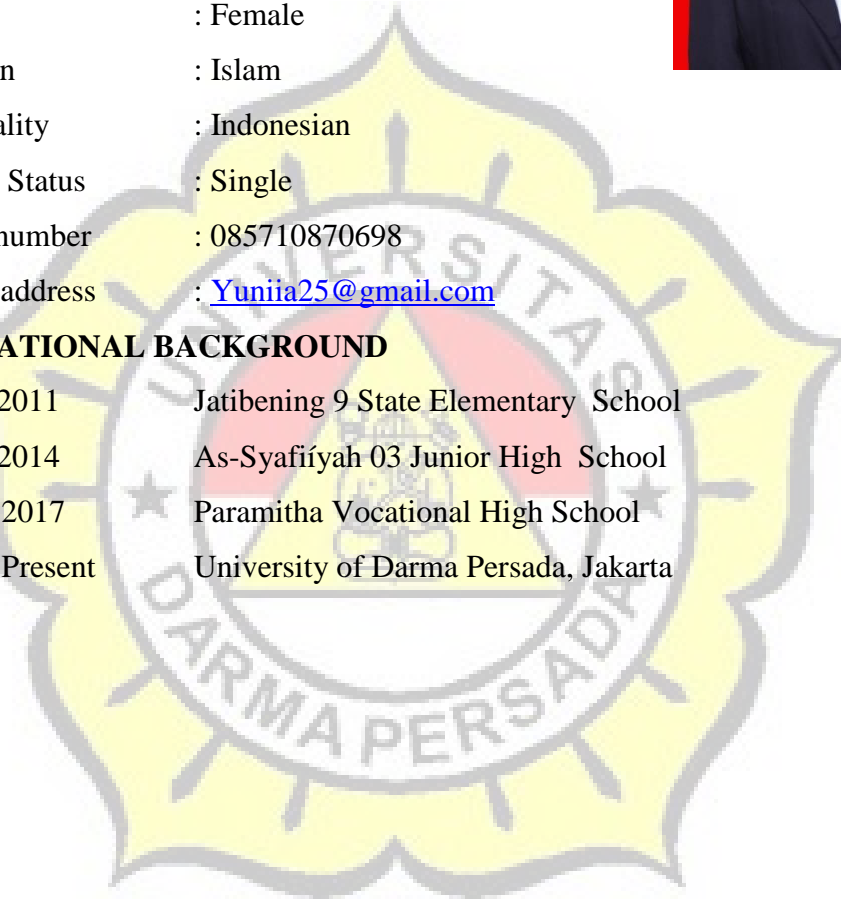
CURRICULUM VITAE

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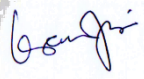
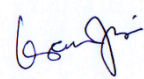

EDUCATIONAL BACKGROUND

2005 - 2011 : Jatibening 9 State Elementary School
2011 - 2014 : As-Syafiiyah 03 Junior High School
2014 - 2017 : Paramitha Vocational High School
2017 - Present : University of Darma Persada, Jakarta

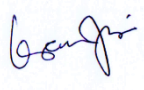
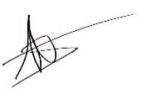


LAPORAN KEMAJUAN PENULISAN SKRIPSI

Nama Mahasiswa : Yunia Wati
Dosen Pembimbing I : Dra. Kurnia Idawati, M.Si
Dosen Pembimbing I : Dra. Karina Adinda, MA
Judul Skripsi : Racism Experienced by Martha Cabrera as an Immigrant and Latin American in the film “Knives Out”
Mulai Bimbingan : 5 November 2020
Tahun Akademik : 2020/2021

| No. | Hari & Tanggal | Catatan Pembimbing | Paraf |
|-----|----------------|--|---|
| 1. | 5/11/2020 | (Pembimbing I) Memperbaiki judul, memfokuskan rumusan masalah, dan metode penelitian |  |
| 2. | 13/11/2020 | (Pembimbing I) Mengumpulkan revisi BAB 1 |  |
| 3. | 22/11/2020 | (Pembimbing II) Revisi tenses dalam BAB I |  |

| | | | |
|----|------------|--|--------------------|
| 4. | 7/12/2020 | (Pembimbing I) Merencanakan pembuatan format untuk BAB II, menentukan teori yang dipakai, dan literature review | <i>Bongji</i> |
| 5. | 10/12/2020 | (Pembimbing I) Mengumpulkan BAB II yang sudah direvisi | <i>Bongji</i> |
| 6. | 22/12/2020 | (Pembimbing I) Mengumpulkan BAB III dan IV, membahas konten dan hubungan antara pembahasan dan teori | <i>Bongji</i> |
| 7. | 11/01/2021 | (Pembimbing II) Mengumpulkan BAB II dan mengecek format yang kurang rapi | <i>[Signature]</i> |
| 8. | 13/01/2021 | (Pembimbing I) Memperbaiki kutipan di BAB II dan referensi | <i>Bongji</i> |

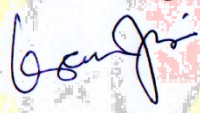
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| 9. | 16/01/2021 | (Pembimbing I) cross-check BAB III |  |
| 10. | 16/01/2021 | (Pembimbing II) Revisi format referensi |  |

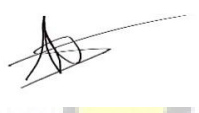
Bekasi, 19 Januari 2021

Menyetujui :

Pembimbing I

Pembimbing II


(Dra. Kurnia Idawati, M.Si)


(Dra. Karina Adinda, MA)

Mengetahui :

**Pembimbing Akademik
a.n Ketua Prodi Bahasa dan
Kebudayaan Inggris**

**Ketua Program Studi
Bahasa dan Kebudayaan Inggris**



(Tommy Andrian, SS,M.Hum)



(Dr. Yoga Pratama, MPd)

**LEMBAR REVISI UJIAN SIDANG SKRIPSI
PROGRAM STUDI BAHASA DAN KEBUDAYAAN INGGRIS**

Judul Skripsi : Racism Experienced by Martha Cabrera as an
Immigrant and Latin American in the Film “Knives Out”
Nama : Yunia Wati
NIM : 2017130102
Pembimbing I : Dra. Kurnia Idawati, M.Si
Pembimbing II : Dra. Karina Adinda, MA
Tanggal Ujian : 11 Februari 2021



**RACISM EXPERIENCED BY MARTHA CABRERA AS AN
IMMIGRANT AND LATIN AMERICAN
IN THE FILM “KNIVES OUT”**



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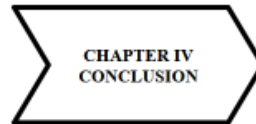
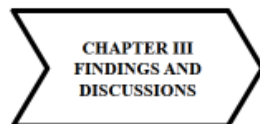
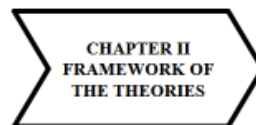
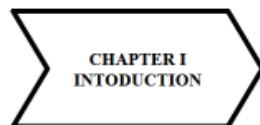
Yunia Wati

2017130102

Page 1



**RACISM EXPERIENCED BY MARTHA CABRERA AS AN IMMIGRANT AND LATIN
AMERICAN IN THE FILM “KNIVES OUT”**



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Universitas
Darma
Persada

Background of the Research

Film

is one of the industry that exposed an impact of technological development.

Semiotic

is the study of the sign.

Knives Out

is a 2019 American mystery film written and directed by Rian Johnson.

Racism

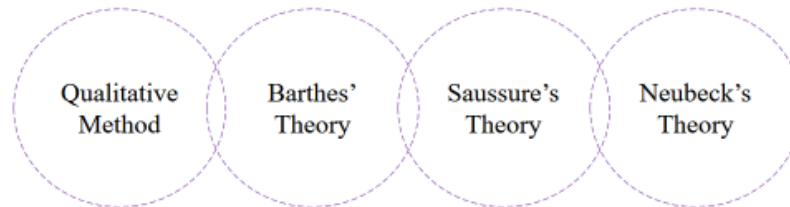
is an unfair treatment of other races.



Formulations of the Problem

1. Why does Martha get racial treatment by the Thrombey family?
2. How is the racial treatment Martha experiences portrayed in the film?
3. What form of racism is reflected through the Thrombey family?

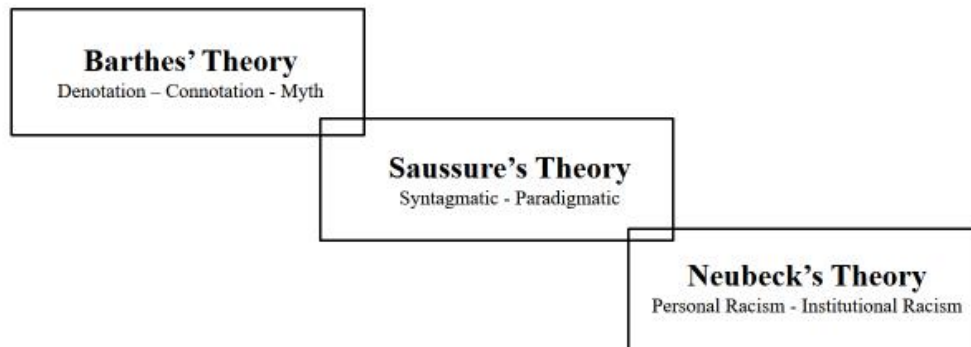
Methods of the Research



Methods of the Research



Theoretical Framework



Conclusion

Martha is being treated differently or unfairly because of her race or ethnicity as Hispanic or Latino and because of her status as an immigrant. The form of racism that Martha experiences is personal racism. She is being accused, insulted, and almost killed.

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| | |
|------------------------|----------------------------|
| Yunia Wati | |
| Name | |
| 2017130102 | 1999/02/25 |
| Identification Number | Date of Birth (yyyy/mm/dd) |
| 2021/01/23 | 2023/01/23 |
| Test Date (yyyy/mm/dd) | Valid Until (yyyy/mm/dd) |



TOTAL SCORE

700

Client/Institution Name: Putra Pratama Raya, PT

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Detach Here

LISTENING

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:

- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.
- They can understand details when the information is slightly paraphrased.

To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.

| | |
|---------------------------|--|
| ABILITIES MEASURED | PERCENT CORRECT OF ABILITIES MEASURED |
| | 0% 100% |

READING

Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.

| | |
|---------------------------|--|
| ABILITIES MEASURED | PERCENT CORRECT OF ABILITIES MEASURED |
| | 0% 100% |

| | |
|--|----|
| Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts | 66 |
| Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts | 69 |
| Can understand details in short spoken texts | 75 |
| Can understand details in extended spoken texts | 83 |

| | |
|---|----|
| Can make inferences based on information in written texts | 62 |
| Can locate and understand specific information in written texts | 82 |
| Can connect information across multiple sentences in a single written text and across texts | 61 |
| Can understand vocabulary in written texts | 64 |
| Can understand grammar in written texts | 75 |

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:
Percent Correct of Abilities Measured:
 Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.
Note: TOEIC scores more than two years old cannot be reported or validated.